



**National Park Service
Rock Creek Park
Curriculum Based Program
The Native Woodland Peoples of the Rock Creek Valley**

Students will learn about Native Woodland Peoples of the area using archeological evidence, primary sources, and artifacts and will compare life then to life today.

Topics: Native Peoples of the local area; resource use; comparing past and present life; using primary sources

Background Information ([InDepth](#))

Native Americans in Rock Creek Valley

Native Peoples have lived in this area for thousands of years. A group called the Nacotchtanks hunted, gathered, and fished on the lands now administered by Rock Creek Park in the late 1500 and 1600's (their ancestors came to this area about 1,000 years before Jamestown). They were part of a language family called the Algonquians, one of the many Eastern Woodland Indians.

Subjects: History and Geography

Audience: Grades 1-3

Length: 1-1.5 hr

Location: Peirce Barn

Students per group: maximum of 30

Chaperones per group: 5-7

Curriculum Base: This program supports the following curriculum standards:

Maryland State Performance Standards, Social Studies

History:

1. Distinguish among past, present, and future time.

Grade 1: Classify objects or events as belonging to the past, present or future.

Grade 2: Compare community life now to the community life in the past.

Grade 3: Identify the relationship among events in a timeline.

Grade 3: Compare family life in the local community by considering such things as jobs, communication, and transportation.

2. Describe people, places and events in the past.

Grade 1: Construct meaning from stories and pictures about the past.

Grade 2: Interpret a variety of print and non-print sources of information about the past.

Grade 3: Identify information about people, places or events of the past using pictures, photographs, maps, audio or visual tapes, and/or documents.

Geography:

1. Locate and describe places using maps and globes.

Grade 1: Describe where places are located on a map using relative distance and direction.

Grade 2: Identify the purpose and use of a variety of maps.

Grade 3: Describe the characteristics and purposes of a variety of maps (community, transportation, physical, etc.).

2. Describe places and regions.

Grade 1: Identify land forms (valley, mountain) and bodies of water (rivers, lakes, and bays).

Grade 3: Describe how natural/physical and human-made features affect the ways that people live and work, and the population distribution of a region.

3. Explain how transportation and communication networks link places by the movement of goods, messages and people.

Grade 1: Compare types of transportation used to move goods and people today and long ago.

Grade 1: Compare ways people communicate today and long ago.

Grade 2: Identify how transportation and communication networks link people and goods/messages to places.

Grade 3: Explain how transportation and communication networks connect places, people, and ideas.

Grade 3: Identify reasons for the movement of people from one region to another.

4. Explain how people adapt to and modify their natural environment.

Grade 1: Identify ways people depend on the natural environment for food, clothing, and shelter.

Grade 1: Identify ways people affect the natural environment (positively and negatively).

Grade 2: Describe ways that people adapt to the natural environment for food, clothing and shelter.

Grade 3: Describe how people in a community modify their natural environment to accommodate changing needs for transportation, and housing and how people make a living.

District of Columbia Public Schools History Benchmarks

Grade 3

- Distinguish between past present and future time.
- Identify the varied groups of people who have lived in DC and their contributions.
- Identify practices, customs, and traditions of cultural groups in terms of consumption of food and services.
- Describe ways in which people depend on the physical environment.

- Analyze historical situations and events.
- Describe life in American before the 17th century.

Virginia Standards of Learning for History and Science

Grade 1:

History

- 1.1 The student will compare everyday life in different places and times and recognize that people, places, and things change over time through such comparisons as
- current school and community with past school and community; &
 - contemporary American life with American life in previous time periods.

- 1.4 The student will construct time lines to show sequence and change and will identify examples of possible cause and effect.

Geography

- 1.7 The student will describe how climate, location, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Grade 2:

History

- 2.3 The student will compare the tribes of American Indians in Virginia with nomadic (e.g., Sioux) and settled, agricultural tribes (e.g., Pueblo) in other regions in America.

Grade 3:

History

- 3.3 The student will describe the settlement of Jamestown and the Virginia colony, with emphasis on economic and other reasons that brought settlers to Virginia, the establishment of representative government, the economy, settlers' interactions with American Indians, and the introduction of slavery into Virginia.

Goal: Students will:

1. Understand several ways of learning about the past.
2. Realize that native peoples once inhabited the area in and around Rock Creek Park.

Objectives: By the end of the program, students will be able to:

1. Examine pictures of artifacts, primary documents (pictures), and replicas to learn about the Native Woodland Peoples of this area.
2. Describe various aspects of daily life of the Native Woodland Peoples of this area, including: food, dress, homes, villages, tools.
3. Explain how the Native inhabitants of this area used the natural resources to meet their

needs.

4. Identify the location of Native villages near rivers on a map, and state reasons for this location.

5. Compare and contrast daily life and resource use then and now.

Theme: We can compare and contrast life today with life during the Woodland Period (1200 B.C.-A.D. 1600) through the use of primary sources such as archeological finds, drawings, and replicas.

[Pre-Lesson Activities](#)

[Post-Lesson Activities](#)

Teacher Resources for additional information:

Porter, F.W. II. (1983). Maryland Indians: Yesterday and Today. Baltimore, MD: Maryland Historical Society. (Available through Prince George's County Memorial Library System at call number J 970.4 P)

Manakee, H.R. Indians of Early Maryland. (1959). Baltimore, MD: Maryland Historical Society. (Contact the Maryland historical Society for purchase of copies.)

<http://www.mdtechacademy.org/web2002/etubb/Piscataway%20Report.htm> (This teacher-written report summarizes the history of the Piscataway/Conoy groups to modern day.)

Effigy Mounds National Monument website includes numerous online lessons for various grade levels (1-12) that were developed as part of the National Parks as Classrooms program. Some of the lessons discuss Woodland Indians, although if the materials are used, students should be informed that the Eastern Woodland Indians were not mound-builders. Various lesson plans address the importance of the past, comparing past and present, archeology, Native American foods, use of a timeline, and more. At: <http://www.nps.gov/efmo/parks/>

Information about John White is available at <http://www.nps.gov/fora/jwhite.htm> and in the A Teacher's Heritage Education Handbook for Fort Raleigh National Historic Site, online at <http://www.nps.gov/fora/teacher.htm>